

**Enhancement Activities/Strategies for Gifted/High Ability Learners:  
SS Gifted Learning Plan**

**Big Idea/ Topic**

**American Indians & Exploration in Georgia**

Connecting Theme/Enduring Understanding:  
**Location:** The student will understand that location affects a society’s economy, culture, and development.  
**Movement/Migration:** The student will understand that the movement or migration of people and ideas affects all societies involved.  
**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Essential Question:  
 How were the lives of American Indians impacted by European exploration?

**Standard Alignment**

**SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.**

a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.

**Connection to Literacy Standards for Social Studies and Social Studies Matrices**  
 L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, casually).  
 L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts  
 L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration  
 L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
 L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research Information Processing Skills– 1 (compare similarities and differences) , 9 (construct charts and tables)

## Advanced Research

### Research:

Students will research different native tribes in Georgia paying special attention to how location affected their economy, culture, and development. In addition, they will research how European exploration impacted their lives. Students will use the chart provided to gather information for a final project. Some websites have been provided, but students may do their own research as well.

### The Final Product:

Create a brochure or a video promoting a summer vacation trip for students who want to know more about the native tribes of Georgia and how their lives were impacted by European Exploration. This trip should include locations with historical significance, possibly artifact collections, guest speakers from tribal heritage if possible, etc. Create a Native American Pathways Itinerary for the trip and a timeline for the visit. Students can be as creative as they want in how they plan for students to visit these locations in the summer. Be sure to include source citations on the Final Product.

See Worksheet

<https://georgiahistory.com/education-outreach/online-exhibits/online-exhibits/encounter-and-exchange/early-georgia/early-european-encounters/>

<https://www.arcgis.com/apps/MapJournal/index.html?appid=5db862781f9048cea228762b8b9f11f7>

<https://www.tripstodiscover.com/native-american-sites-in-georgia/>

<http://www.ala.org/aboutala/offices/muscogee-and-chokeee-tribes-georgia>

## Communication

### Working with partners/groups:

Students will work in groups of two or three to gather and evaluate the effectiveness of evidence to be included in their brochure/video. Students will discuss how they will each demonstrate and share their learning to the class. Students will discuss the requirements of the final product and make sure they have the evidence needed to fulfill the requirements of the assignment.

## Critical Thinking and Critical Problem-Solving Skills

### Creating the Native American Pathways trip:

Students will examine the locations of all tribes and determine the best way for students to visit these sites in a trip over the summer. How will the students travel? On a school bus? A tour bus? How long will it take to reach each site from your school's location? Will you be able to visit more than one location on any particular trip? What problems do you foresee? What else will you need for this trip to be possible? Are there museums to visit? What are the potential costs? Create a map that details the order of the trip and what students are likely to see and do along the way.

See Worksheets

## Creative Thinking and Creative Problem-Solving Skills

### **Travel Companion:**

Create a *Travel Companion* for students to have as they visit each site. Creatively include the name of the tribe and history concerning the location and its effects on the economy, culture, and development. Include a note on how the lives of each tribe were affected by European Exploration.

A paper with notes on it may not be exciting enough to keep the attention of the students. How can you create a travel companion that is both informative and interesting?

## Awareness of Self—Student’s Well-being

### **Preserving your Traditions and Beliefs:**

Think about traditions and beliefs that have survived in your family and been passed down from generation to generation. These can be holiday traditions, family get-togethers, trips, or any things that have been a part of your life. What are the reasons for these traditions/beliefs? Are they affected by your family’s location? How have they changed over the years? What are some reasons for those changes? What will you do to preserve your family’s traditions and beliefs? Write a letter to your family with suggestions about what you can do to preserve your family traditions and beliefs.

## Research

**Gathering Information:** How were the lives of Native American Indians impacted by location and European exploration? Include your **sources** for all your information.

Tribe	Location	How location effects Economy	How location effects culture	How location effects development	How impacted by European exploration

## Critical Thinking

### Creating the Native American Pathways trip:

**Directions:** Create a map that details the order of the trip and what students are likely to see and do along the way. Examine the locations of all tribes and determine the best way for students to visit these sites in a trip over the summer.

**Questions to consider:** How will the students travel? On a school bus? A tour bus? How long will it take to reach each site from your school's location? Will you be able to visit more than one location on any particular trip? What problems do you foresee? What else will you need for this trip to be possible? Are there museums to visit? What are the potential costs?

### Sample map



[Map of Tribes in Georgia](#)

### **Creative Thinking: Travel Companion**

Create a *Travel Companion (Like a resource booklet)* for students to have as they visit each site. Creatively include the name of the tribe and history concerning the location and its effects on the economy, culture, and development. Include a note on how the lives of each tribe were affected by European Exploration.

Please consider the following: A paper with notes on it may not be exciting enough to keep the attention of the students. How can you create a travel companion that is both informative and interesting?

#### **Worksheet—not final product.**

<b>Site Location</b>	<b>Tribe</b>	<b>History</b>
1.		
2.		
3.		
4.		
5.		
6.		

**Preserving Traditions and Beliefs:**

Think about traditions and beliefs that have survived in your family and been passed down from generation to generation. These can be holiday traditions, family get-togethers, trips, or any things that have been a part of your life. What are the reasons for these traditions/beliefs? Are they affected by your family’s location? How have they changed over the years? What are some reasons for those changes? What will you do to preserve your family’s traditions and beliefs?

Write a letter to your family with suggestions about what you can do to preserve your family traditions and beliefs.

**Work Sheet**

Tradition or Belief	Ways to preserve it

### 8<sup>th</sup> Gifted Learning Plan Final Product Rubric

8 <sup>th</sup> GSS Presentation Rubric	3 Exceeds	2 Meets	1 Needs Improvement
<b>Gathering of Evidence</b>	Research <i>effectively</i> shows how location affected the economy, culture, and development of Native American Tribes in Georgia. In addition, it <i>effectively</i> shows how European exploration impacted their lives.	Research <i>adequately</i> shows how location affected the economy, culture, and development of Native American Tribes in Georgia. In addition, it <i>adequately</i> shows how European exploration impacted their lives.	Research <i>somewhat or does not</i> show how location affected the economy, culture, and development of Native American Tribes in Georgia. In addition, it <i>somewhat or does not</i> show how European exploration impacted their lives.
<b>Communicating with partner/group to gather and evaluate evidence</b>	Students <i>effectively</i> work together with partners or in groups to gather and evaluate the effectiveness of evidence to be included in their brochure/video. Students <i>effectively</i> distribute how they will share their learning with the class.	Students <i>adequately</i> work together with partners or in groups to gather and evaluate the effectiveness of evidence to be included in their brochure/video. Students <i>adequately</i> distribute how they will share their learning with the class.	Students <i>somewhat or do not</i> work together with partners or in groups to gather and evaluate the effectiveness of evidence to be included in their brochure/video. Students <i>somewhat or do not</i> distribute how they will share their learning with the class.
<b>Critical Thinking/Problem Solving</b>	Students present a map for a Native American Pathways trip that <i>effectively</i> details the order of the trip and what students are likely to see and do along the way.	Students present a map for a Native American Pathways trip that <i>adequately details</i> the order of the trip and what students are likely to see and do along the way.	Students present a map for a Native American Pathways trip that <i>somewhat or does not</i> detail the order of the trip and what students are likely to see and do along the way.
<b>Creative Thinking and Problem-Solving</b>	Students <i>effectively</i> create a <i>Travel Companion</i> for students to have as they visit each site. Students include information that <i>effectively</i> shows how the location affects the economy, culture, and development and shows how the lives of each tribe were affected by European Exploration.	Students <i>adequately</i> create a <i>Travel Companion</i> for students to have as they visit each site. Students include information that <i>adequately</i> shows how the location affects the economy, culture, and development and shows how the lives of each tribe were affected by European Exploration.	Students <i>somewhat or do not</i> create a <i>Travel Companion</i> for students to have as they visit each site. Students include information that <i>somewhat or do not</i> shows how the location affects the economy, culture, and development and shows how the lives of each tribe were affected by European Exploration.
<b>Awareness of Self-Student's Well-Being</b>	Students <i>effectively</i> write a letter to family with suggestions about what can be done to preserve family traditions and beliefs.	Students <i>adequately</i> write a letter to family with suggestions about what can be done to preserve family traditions and beliefs.	Students <i>somewhat or do not</i> write a letter to family with suggestions about what can be done to preserve family traditions and beliefs.
<b>Source Citations</b>	Product includes <i>all</i> source citations	Product <i>includes</i> source citations	Product <i>does not include</i> source citations
<b>Presentation</b>	Students <i>effectively</i> include all the following in a presentation: A brochure/video that includes a trip itinerary, map of places to visit, information on a Travel Companion that addresses location and its effects on economy, culture, and development, and how the lives of each tribe were affected by European Exploration, as well as, a letter to family about preserving traditions.	Students <i>adequately</i> include all the following in a presentation: A brochure/video that includes a trip itinerary, map of places to visit, information on a Travel Companion that addresses location and its effects on economy, culture, and development, and how the lives of each tribe were affected by European Exploration, as well as, a letter to family about preserving traditions.	Students <i>somewhat or do not</i> include all the following in a presentation: A brochure/video that includes a trip itinerary, map of places to visit, information on a Travel Companion that addresses location and its effects on economy, culture, and development, and how the lives of each tribe were affected by European Exploration, as well as, a letter to family about preserving traditions.